|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 0-1 |
|  | Well-organized | Generally well-organized | Somewhat organized | Poorly organized |
| A1.1  Structure  (Organization) | The introduction  clearly indicates the  main point.  The content of the body logically develops the main point in a thoughtful and/or insightful way.  The conclusion effectively summarizes the body. | The introduction indicates the main  point.  The content of the body is logically developed.  The conclusion summarizes the body. | The introduction is incomplete or vague.  Some of the content of the body is illogical.  The conclusion is loosely related or unrelated to the body. | Not  Submitted  Too fragmentary to apply the rubric. |
|  | **Exceeds requirements** | **Fulfills requirements** | **Fulfills most requirements** | **Incomplete** |
| A1.2  Content | The body presents extensive relevant examples/evidence.  Examples/evidence are accurate and demonstrate insight/thoughtfulness.  **MORE than 8 places**  **AND MORE than 10 words** | The body presents sufficient relevant examples/evidence.  Examples/evidence are accurate and demonstrate some depth of thought. | The body presents insufficient and/or irrelevant examples/evidence.  Examples/evidence are inaccurate and/or superficial. | Not submitted  Too fragmentary to apply the rubric. |
|  | Accurate & complex | Sufficient & Usually accurate | Basic & Sometimes accurate | Seldom accurate |
| A1.3  Presentation  (Accuracy) | Sentence structure and word choice are varied and sophisticated.  Writing shows mature control of the grammatical and mechanical rules.  3 Errors or less | Sentence structure and word choice show some variety.  Grammar and spelling somewhat hinder effective communication of meaning.  4-5 Errors | Sentence structure and word choice are repetitive and uninteresting.  Grammar and spelling obscure meaning.  6-8 Errors | Not submitted  Too  Fragmentary to apply the rubric.  9+ Errors |
| Fluency/ Fluidity | Speech is natural. Talks without stopping. Does not read from script. | Sometimes stops, but is able to continue with thoughts. Does not read from script. | Stops a lot during presentation and/or reads from script. | Stops a lot and cannot continue.  Reads from script. |
| Effort /  creativity | **Abundant** use of costumes, props, and authentic settings.  Highly original and creative. | **Some** costumes and props. Some authentic settings.  Creative, but basic. | Few to no costumes or props. Settings are lacking.  Shows little creativity. | Very few to no costumes or props. Settings are lacking.  Shows no creativity. |

We have:

a Reporter

an elderly resident of the town (ciudadano)

and

a mayor (alcalde)

We have included:

at least 10 vocabulary words from the chapter

vocabulary words are underlined or highlighted in our script

verbs in the imperfect (interview with ciudadano/ elderly person)

8 ”hot spots”/”must see places”

advantages and disadvantages of living there

costumes and props

The project is on a DVD, Powerpoint, or flashdrive

Everyone appears on camera and speaks

No one is reading off a script

We have passed in a HARD COPY script

Creo que yo merezco (deserve):

Structure: \_\_\_\_\_\_\_\_ (1-4)

Content: \_\_\_\_\_\_\_\_ (1-4) # Places:\_\_\_\_\_\_\_\_\_\_\_\_ # Vocab words: \_\_\_\_\_\_\_\_\_\_\_\_

Presentation: \_\_\_\_\_\_\_\_ (1-4) □ No usé un sitio de web para traducir.

Fluency: \_\_\_\_\_\_\_\_ (1-4)

Effort/Creativity: \_\_\_\_\_\_\_ (1-4)

I think I deserve a grade of \_\_\_\_\_\_\_\_\_\_\_ because